



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

463 S. Alma School Rd., Mesa, AZ 85210

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Bob Fleischmann
Schedule : 08:00 AM to 04:00 PM
Grades : K-6
Web Address :
Phone Number : (480) 472-9200
Fax Number : (480) 472-9224
E-mail : bfleisch@mpsaz.org

Mission

We at Guerrero believe that children must be prepared for the 21st Century and competent in an informational age. Our program encourages all students and staff to be active learners both in and out of the classroom. Our goal is to provide a sound educational experience for all students that will enable them to become information seekers, analyzers, evaluators, communicators, problem solvers and good decision makers.

School / Academic Goals

- ü The reading experience will be heavily emphasized. A strong foundation in reading, speaking and communicating form the core of language and literacy. The interdependency of reading with all curricular areas makes it necessary for success in school.
- ü Math permeates all aspects of our daily lives. Students will ultimately apply problem solving & reasoning skills throughout the curricular areas. The use of the MPS curricula, state mathematical standards & NCTM standards will drive the math program.
- ü Full day kindergarten will be provided to enhance phonemic awareness. The goal is to prepare every kindergarten student to read at grade level in accordance with the state standards.
- ü Read Naturally will be implemented to help improve fluency. A thematic approach will bind all curricular areas. Students will communicate mathematical thinking through language and writing.

Enrollment

October 1, 2005 School Year Student Enrollment : 710
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 46

Instructional Programs

- ü Basic Skills in Content/Subject Areas
- ü On-site Special Education
- ü Waterford & Successmaker Programs
- ü Accelerated Reader & Math
- ü ELL Instruction
- ü Full-Day Kindergarten
- ü Daily Reading Intervention
- ü Integrated Curriculum/Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Parents are an important component to the educational process. Guerrero supports the important role of parents in the education of their children. Volunteers are encouraged to visit the school and participate in all facets of the educational process.

Parents

Support their children mentally, physically and socially. Work together collaboratively with staff to assist children. Provide a safe haven to complete homework. Participation in SIAC and Parent Council is strongly encouraged. Parent newsletter is sent out twice a month.

Transportation Policy

Students are transported by bus if they cross Country Club Drive or Broadway Road.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Renaissance Model Classrooms & Tech Center	2003
ü Pom & Cheer-Mesa Youth Participation Award	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	5547	80010	96	98	99	435	453	447	7	8	10	27	16	18	61	56	53	6	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2719	38935	100	98	99	431	452	447	7	8	9	29	17	19	64	56	55	NA	19	17
Male	62	2828	40974	94	98	98	438	453	448	6	8	11	26	15	18	58	55	52	10	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	95	2182	34545	98	98	99	433	434	432	6	12	14	31	23	24	59	56	53	4	8	9
Asian/Pacific Islander	--	119	2068	--	98	99	--	478	474	--	4	4	--	9	10	--	50	50	--	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	NC	2783	35142	NC	98	99	NC	469	465	NC	4	5	NC	9	11	NC	55	56	NC	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	102	4902	69849	100	99	100	435	457	451	6	5	7	26	14	17	64	58	56	4	22	19
Limited English Proficient Students	57	877	14013	98	97	97	422	415	413	11	20	24	35	33	34	53	44	39	2	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	99	3005	39029	95	97	98	433	437	432	7	11	14	28	22	25	61	57	52	4	10	9
Non-Economically Disadvantaged	NC	2542	40981	NC	99	100	NC	472	462	NC	4	6	NC	9	13	NC	54	54	NC	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	5457	79438	96	97	98	433	457	451	11	7	9	36	21	24	50	60	56	3	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2686	38775	100	97	99	429	463	457	11	5	7	33	19	22	56	62	58	NA	14	13
Male	62	2770	40560	94	96	97	435	452	446	11	8	12	37	23	25	47	58	54	5	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	95	2140	34297	98	96	98	429	437	434	12	11	14	39	31	31	47	54	50	2	4	5
Asian/Pacific Islander	--	119	2063	--	98	99	--	479	475	--	2	3	--	13	15	--	64	63	--	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	NC	2744	34887	NC	97	98	NC	475	471	NC	3	4	NC	13	15	NC	65	63	NC	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	102	4900	69850	100	99	100	432	461	456	12	5	7	34	20	23	52	62	59	2	13	12
Limited English Proficient Students	57	846	13856	98	93	96	409	411	407	19	22	27	49	44	43	32	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	99	2946	38685	95	95	97	429	441	435	12	10	14	36	29	32	51	55	50	1	5	5
Non-Economically Disadvantaged	NC	2511	40753	NC	98	99	NC	477	467	NC	3	5	NC	12	16	NC	65	62	NC	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	5524	79971	96	98	99	395	415	423	13	8	8	56	46	41	30	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2715	38974	100	98	99	410	429	437	9	5	5	49	40	33	42	53	57	NA	2	4
Male	62	2808	40895	94	97	98	385	402	410	16	11	10	61	53	47	21	35	41	2	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	95	2166	34481	98	97	99	394	399	410	14	12	10	57	53	46	29	35	43	NA	1	1
Asian/Pacific Islander	--	119	2067	--	98	99	--	440	449	--	2	4	--	36	28	--	60	60	--	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	NC	2779	35150	NC	98	99	NC	429	437	NC	5	5	NC	41	35	NC	52	56	NC	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	102	4879	69713	100	99	100	396	420	429	13	6	5	55	45	39	31	46	52	1	2	3
Limited English Proficient Students	57	865	13985	98	95	97	379	371	382	21	22	18	58	56	54	21	22	27	NA	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	99	2986	38994	95	97	98	395	401	409	13	11	10	56	52	47	30	36	41	1	1	1
Non-Economically Disadvantaged	NC	2538	40977	NC	99	100	NC	432	437	NC	4	5	NC	40	34	NC	53	56	NC	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	5739	80147	95	98	99	502	498	482	3	6	11	11	13	17	49	48	49	38	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2849	39281	97	99	99	496	498	483	6	5	9	9	13	17	55	49	50	30	33	24
Male	43	2889	40780	93	98	98	507	497	482	NA	7	12	12	12	17	44	48	48	44	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	61	2106	33494	94	98	99	503	479	466	3	9	15	11	18	23	46	55	49	39	18	14
Asian/Pacific Islander	--	144	2103	--	100	99	--	513	515	--	2	4	--	12	8	--	42	44	--	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	NC	2998	36122	NC	98	99	NC	514	501	NC	4	5	NC	8	10	NC	44	50	NC	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	70	5082	69852	100	99	100	507	503	488	1	4	7	10	11	16	49	50	51	40	35	26
Limited English Proficient Students	27	640	12722	87	96	97	466	449	441	7	19	27	26	31	33	52	45	37	15	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	70	2944	38371	95	97	97	500	480	465	1	9	15	11	18	23	51	52	49	36	20	13
Non-Economically Disadvantaged	NC	2795	41776	NC	99	100	NC	516	498	NC	3	6	NC	7	11	NC	45	49	NC	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	5655	79686	94	97	98	477	478	470	4	7	11	21	21	24	73	61	57	1	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2823	39163	97	98	99	482	482	475	3	6	9	18	19	22	76	63	60	3	12	10
Male	42	2831	40438	91	96	97	472	474	465	5	9	13	24	22	25	71	60	54	NA	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	60	2071	33299	92	96	98	475	458	452	5	12	17	22	30	32	72	54	47	2	4	3
Asian/Pacific Islander	--	141	2097	--	98	99	--	490	490	--	3	5	--	18	13	--	65	68	--	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	NC	2959	35914	NC	97	98	NC	495	489	NC	3	5	NC	13	15	NC	67	67	NC	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	70	5084	69878	100	99	100	479	482	475	4	5	8	17	19	23	77	64	61	1	12	9
Limited English Proficient Students	26	617	12594	84	93	96	450	425	422	8	31	34	42	46	45	50	23	21	NA	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	69	2879	38095	93	95	97	475	462	452	3	11	17	23	29	32	74	55	48	NA	5	3
Non-Economically Disadvantaged	NC	2776	41591	NC	98	99	NC	495	486	NC	3	6	NC	13	16	NC	67	65	NC	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	5728	80372	95	98	99	465	476	475	4	3	4	41	31	30	55	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2841	39452	97	99	99	464	487	488	6	2	3	39	22	22	55	73	72	NA	3	3
Male	43	2887	40836	93	98	98	465	464	464	2	4	6	42	39	37	56	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	61	2102	33608	94	98	99	460	460	462	5	6	6	43	38	36	52	55	57	NA	1	1
Asian/Pacific Islander	--	143	2098	--	99	99	--	492	500	--	1	2	--	22	16	--	72	75	--	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	NC	2995	36213	NC	98	99	NC	487	489	NC	2	2	NC	24	22	NC	72	72	NC	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	70	5077	69846	100	99	100	468	481	482	4	2	3	36	28	26	60	68	69	NA	2	2
Limited English Proficient Students	27	637	12747	87	96	97	428	421	432	11	16	12	67	52	52	22	32	36	NA	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	70	2941	38521	95	97	98	466	462	461	3	5	6	43	38	38	54	56	55	NA	1	1
Non-Economically Disadvantaged	NC	2787	41851	NC	99	100	NC	491	489	NC	1	3	NC	23	22	NC	73	72	NC	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5603	79306	95	98	99	491	518	504	15	9	13	22	15	20	52	50	49	11	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2724	38845	98	98	99	488	518	505	9	8	11	25	16	20	57	51	50	9	26	18
Male	38	2879	40383	93	97	98	495	517	504	21	10	14	18	14	19	47	50	47	13	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	66	2000	32673	94	98	99	489	496	487	15	14	18	23	22	25	53	52	46	9	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	NC	2974	36234	NC	98	99	NC	535	523	NC	4	6	NC	9	13	NC	49	52	NC	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	76	4981	69020	100	99	100	491	523	510	14	6	9	22	14	18	53	52	52	11	28	21
Limited English Proficient Students	29	601	10291	91	95	96	459	462	458	31	34	38	31	33	34	38	31	26	NA	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	76	2874	37437	95	97	97	490	499	486	14	13	19	22	21	26	53	51	46	11	14	9
Non-Economically Disadvantaged	NC	2729	41869	NC	98	100	NC	538	521	NC	4	7	NC	9	14	NC	49	51	NC	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5547	79000	95	97	98	472	496	489	18	7	10	30	20	24	45	62	58	6	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2710	38774	98	98	99	472	501	494	9	5	7	39	19	22	50	63	61	2	12	10
Male	38	2837	40150	93	96	98	471	492	485	29	9	12	21	21	25	39	61	55	11	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	66	1963	32508	94	96	98	468	476	472	20	12	15	33	31	33	41	53	49	6	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	NC	2962	36135	NC	97	98	NC	513	508	NC	3	4	NC	12	14	NC	69	67	NC	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	76	4978	69009	100	99	100	471	500	495	20	5	6	29	19	22	46	65	62	5	12	10
Limited English Proficient Students	29	573	10199	91	91	95	436	441	439	41	33	35	34	46	47	24	20	18	NA	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	76	2829	37234	95	96	97	471	478	472	18	11	15	30	29	33	45	55	50	7	4	3
Non-Economically Disadvantaged	NC	2718	41766	NC	98	99	NC	515	505	NC	2	5	NC	11	16	NC	69	65	NC	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	5609	79611	97	98	99	466	490	496	12	7	7	53	43	37	35	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2732	39016	98	98	99	477	505	511	7	4	4	52	34	29	41	61	66	NA	1	1
Male	39	2877	40519	95	97	98	454	476	482	18	9	10	54	51	44	28	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	67	2001	32855	96	98	99	463	470	481	12	11	10	57	51	43	31	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	NC	2984	36380	NC	98	99	NC	504	511	NC	4	4	NC	36	30	NC	59	65	NC	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	76	4970	68947	100	99	100	467	496	504	13	5	4	51	41	34	36	54	61	NA	0	1
Limited English Proficient Students	30	599	10362	94	95	97	426	415	438	27	30	22	50	56	57	23	14	21	NA	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	77	2874	37626	96	97	98	469	472	479	10	10	10	55	51	45	35	38	45	NA	1	0
Non-Economically Disadvantaged	NC	2735	41985	NC	99	100	NC	508	511	NC	3	4	NC	34	30	NC	63	65	NC	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	5505	79327	95	98	98	506	531	518	21	12	19	28	16	20	43	50	46	8	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2626	38961	97	98	98	502	532	520	23	11	16	29	17	20	39	51	48	10	21	16
Male	41	2875	40295	93	98	97	509	531	516	20	13	21	27	16	19	46	48	44	7	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	60	1926	32327	94	98	98	506	510	499	22	18	27	30	23	25	40	49	41	8	10	8
Asian/Pacific Islander	--	138	1939	--	98	99	--	542	556	--	9	6	--	15	10	--	51	47	--	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	NC	2984	36373	NC	99	98	NC	549	538	NC	7	10	NC	11	14	NC	51	52	NC	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	70	4918	70006	100	99	100	507	537	524	20	8	14	29	15	19	43	53	49	9	24	18
Limited English Proficient Students	31	525	9431	89	95	95	473	475	466	42	40	53	35	30	27	23	29	18	NA	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	69	2687	37097	95	97	97	505	511	498	22	18	27	29	21	25	41	49	41	9	11	7
Non-Economically Disadvantaged	NC	2818	42230	NC	99	99	NC	550	535	NC	6	11	NC	11	15	NC	50	50	NC	32	24

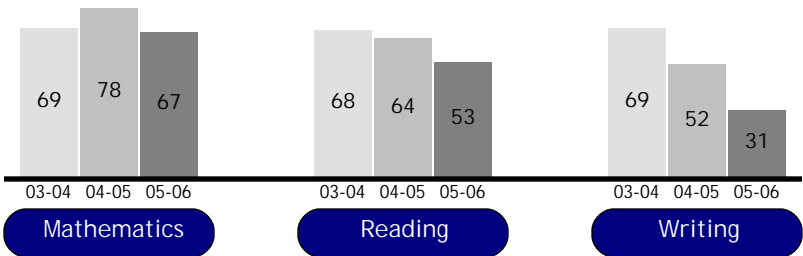
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	5447	79501	95	97	98	482	506	497	11	6	10	39	20	25	50	68	60	NA	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2606	39062	97	98	99	485	510	502	13	5	8	32	19	23	55	70	64	NA	6	5
Male	41	2837	40368	93	97	98	479	503	491	10	8	13	44	22	27	46	66	57	NA	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	60	1887	32389	94	96	98	479	488	478	10	10	16	43	31	34	47	58	48	NA	2	1
Asian/Pacific Islander	--	137	1936	--	97	99	--	506	519	--	4	3	--	24	14	--	69	73	--	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	NC	2973	36446	NC	98	99	NC	521	516	NC	4	4	NC	12	15	NC	76	73	NC	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	70	4915	70090	100	99	100	483	510	502	10	4	7	39	19	24	51	72	65	NA	6	5
Limited English Proficient Students	31	496	9401	89	90	94	455	450	443	19	28	40	61	51	46	19	20	14	NA	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	69	2646	37183	95	96	97	479	489	479	12	10	16	41	29	34	48	59	49	NA	2	1
Non-Economically Disadvantaged	NC	2801	42318	NC	98	99	NC	522	513	NC	3	5	NC	12	17	NC	76	70	NC	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	5492	80000	93	98	99	529	565	564	8	3	3	14	10	11	76	77	75	1	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2626	39288	94	98	99	530	580	579	13	2	2	10	5	6	73	78	77	3	15	16
Male	41	2862	40644	93	97	98	528	552	549	5	4	4	17	14	15	78	76	74	NA	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	60	1917	32672	94	97	99	522	548	548	10	4	4	17	13	14	72	77	76	2	6	6
Asian/Pacific Islander	--	138	1945	--	98	99	--	577	592	--	1	1	--	10	4	--	77	69	--	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	NC	2977	36602	NC	98	99	NC	578	579	NC	2	2	NC	8	7	NC	77	75	NC	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	69	4907	70081	99	99	100	528	572	571	9	2	2	14	7	7	75	80	79	1	11	12
Limited English Proficient Students	31	517	9571	89	93	96	479	490	502	19	14	10	23	29	29	58	56	60	NA	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	68	2675	37534	93	97	98	526	547	547	9	4	4	15	14	15	75	77	76	1	5	5
Non-Economically Disadvantaged	NC	2817	42466	NC	99	100	NC	582	578	NC	1	2	NC	7	7	NC	77	75	NC	15	16

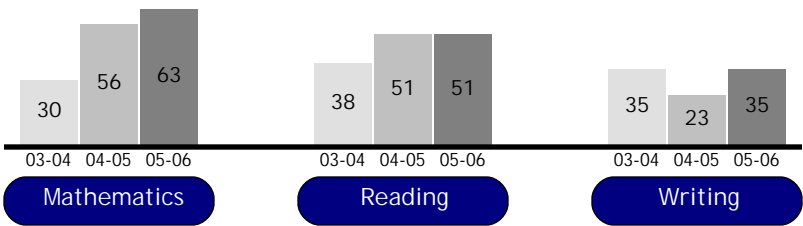
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	76	57	NA	58	96	31	50	47	100	35	50	46
	Language	86	45	53	50	96	35	49	47	100	41	50	48
	Mathematics	93	51	71	64	98	41	54	50	100	39	56	52
3	Reading	84	47	NA	55	99	43	50	44	95	32	52	46
	Language	86	48	63	61	99	41	49	44	95	32	48	46
	Mathematics	90	57	66	61	99	50	55	51	95	46	56	52
4	Reading	83	44	NA	56	100	46	52	48	95	54	58	52
	Language	89	34	55	52	100	44	52	49	96	50	58	52
	Mathematics	89	56	68	61	100	57	59	53	96	76	67	58
5	Reading	98	38	NA	55	98	40	55	50	95	43	61	56
	Language	94	38	55	49	98	39	55	50	97	41	59	54
	Mathematics	91	48	71	63	96	42	54	49	95	44	59	52
6	Reading	80	41	NA	56	100	43	58	51	95	44	63	56
	Language	96	26	55	48	100	37	54	47	95	43	58	50
	Mathematics	96	59	76	66	100	40	62	52	95	54	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü Title I/School Wide Improvement Plan
1 Non-certified Employee(s)	Ü Developing Mission & Vision of School
4 Teacher(s)	Ü Field Trips
5 Parent(s)	Ü Developing Agenda for Future Items
0 Community Member(s)	Ü Homework & Discipline
0 Student(s)	Ü School Improvement planning

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	1.00	Teacher	35.50
Other Professional Staff	2.50	Teacher Aide	40.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	3	4	0	0
7 to 9 years	0	17	0	0
10 or more years	0	8	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site	
Special Facilities	
Ü Intervention/Tutoring Room	Ü Waterford Computer Lab
Ü Multi-Purpose/Media Center	Ü Success Maker Computer Lab
Extracurricular Activities	
Ü Student Council	Ü After School Tutoring
Ü After School Sports-Volleyball/Football	Ü Boeing Math
Ü After School Sports-Basketball/Pom/Cheer	Ü Staff-Student Mentor Program
Ü Student Liaisons	
Social Services	
Ü Parent Council	Ü On-Site Dentistry
Ü SIAC	Ü PTO/Companeros
Ü Pilot School for the Knowledge Box	Ü Adult Parenting Seminars
Ü Adult ESL Classes	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Guerrero is going into its sixth year. Model classrooms and one model tech center were awarded by the Renaissance Organization. City of Mesa recognized our school for after-school programming.
- Ü Various mini-grants have been written and approved. Awards supported field trips, shade, student learning and health needs of students.
- Ü Pierson Electronics is working with our school in providing software for our students in the area of reading and math.
- Ü Westcor Fiesta Mall has adopted our school. Employees of Westcor volunteer for various jobs around our school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Lock-down procedures established and practiced twice a year. All doors locked from the outside. The front door closest to the office can be utilized. Identification required for adults picking up students. Fire drills practiced once a month.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Bob Fleischmann	(480) 472-9222
Transportation Policy	Michael Yonker	(480) 472-6109
Community Resources	Doug Bernard	(480) 472-0178
School Nutrition Programs	Valerie Montejano	(480) 472-9201
Parent Organization	Magdalena Lopez	
Student Health/Nurse	Susan Andazola	(480) 472-9212

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.